

GUIDE OF GOOD PRACTICES IN SUSTAINABILITY AND ECOLOGICAL EDUCATION

**PROJECT: “SUSTAINABILITY EDUCATION AND ECOLOGICAL DEVELOPMENT
FOR SOCIETIES (SEEDS)”**

CONTRACT NUMBER: 2024-1-RO01-KA151-YOU-000207051

30 November 2024 – 8 December 2024, Horezu, Romania

Between 01.06.2024 – 31.08.2025, the *Association for Pro Development DACIA (APDD)* from Drăgășani carried out the activities of the accredited project 2024-1-RO01-KA151-YOU-000207051, co-financed by the European Union. This was the third project implemented following the award of the Erasmus+ Accreditation in the field of Youth: 2020-1-RO01-KA150-YOU-095921.

Within the project, 3 mobilities were carried out. The training activity of the project (“Sustainability Education and Ecological Development for Societies (SEEDS)”) took place in the form of a 9-day seminar, aimed at discovering new working strategies (good practices, new tools and methods in the field of sustainability and environmental protection, etc.) and applying them later in the community, in youth work.

The SEEDS mobility project for youth workers was designed to respond to an increasingly urgent current need: the integration of sustainability and ecological education into the daily activities of youth organizations. In a European context marked by accelerated climate change, excessive consumption of resources, and the lack of adequate green skills among youth workers, the project aimed to provide a framework for training and exchange of good practices to contribute to the development of more environmentally conscious and responsible communities.

The implementation of the project was based on the priorities of the Erasmus+ program, in particular those related to sustainability, inclusion, and innovation in non-formal education. Through the mobility activity, youth workers gained practical skills in applying ecological educational methods, learned how to develop sustainable activities, and how to create projects with real impact in their communities.

In addition, SEEDS sought to create an international network of professionals who would collaborate long-term to promote a culture of ecological responsibility. Thus, the implementation context was not limited to a one-time intervention but aimed to generate a change of mentality and an integrated approach to sustainability in the youth sector.

The SEEDS project (“Sustainability Education and Ecological Development for Societies (SEEDS)”) was an international initiative dedicated to developing competences in ecological education and promoting sustainability among young people. With the participation of 40 youth workers from 13 countries — Portugal, Germany, Cyprus, Greece, Serbia, Poland, Italy, Spain, Bulgaria, Turkey, Hungary, Croatia, and Romania — the project provided a framework for exchanging good practices, creating innovative educational tools, and developing effective strategies for integrating sustainability into youth work activities.

Over the course of the 9 days of activities, each participating country contributed with methods, strategies, and examples of sustainable activities applicable in ecological education.

This guide brings together the most relevant practices shared by the participants, offering a valuable resource for youth organizations and educators who wish to implement sustainable principles in their communities.





Portugal – Circular Economy and Environmental Education Through Art

Portugal has presented a model for integrating the circular economy into environmental education, using creative methods to engage young people in sustainable practices.



Good practices:

- **“Zero Waste Workshop”** – A program run in schools where students learn how to transform waste into useful objects, while simultaneously raising awareness about responsible consumption.
- **Reusing materials in education** – Creating educational resources from recycled materials (paper, plastic, textiles).
- **“Eco-Art”** – Art exhibitions made from recycled materials – Young people are encouraged to create artworks from waste, combining environmental education with artistic expression.
- **“Green Library”** – An initiative where books about the environment are lent together with seeds for planting, promoting reading and care for nature.

Recommendation for implementation:

Organizations can introduce artistic activities into educational programs to make environmental education more engaging, involving young people through creative methods.

Cyprus – Renewable Energy and Community Sustainability

Cyprus highlighted the transition to renewable energy sources and the involvement of the community in promoting green energy.



Good practices in Cyprus:

- **“Green Schools”** – Educational projects where schools install solar panels and hold sessions on energy efficiency.
- **Solar energy workshops** – Using educational kits to demonstrate how renewable energy works.
- **Energy consumption awareness campaigns** – Interactive sessions for young people on energy saving.
- **Educational tours to solar and wind farms** – Opportunities for young people to learn firsthand about clean energy production.

Recommendation for implementation:

Establish partnerships between youth organizations and renewable energy companies to run interactive workshops.

Germany – Environmental Education through Non-Formal Methods

Germany emphasized the use of non-formal methods in environmental education, promoting experiential activities and active participation.

Good practices:

- **“Sustainable City”** – A simulation exercise where young people design an ideal eco-friendly city.
- **“Nature Exploration”** – Outdoor learning sessions about biodiversity and environmental protection.
- **“Public Café” method** – Structured discussions where participants explore solutions to current ecological challenges.
- **“Clothing and Goods Swap”** – Organizing swap fairs to promote responsible production and consumption.

Recommendation for implementation:

Integrate non-formal methods into the organizational curriculum to encourage active youth engagement.



Romania – Environmental Education through Community Projects

Romania presented a series of initiatives aimed at actively involving local communities in environmental protection. The projects focused on developing practical activities and engaging young people in initiatives that have a visible impact in their communities.

Good practices:

- **“Adopt a Green Space”** – A project where young people and youth organizations adopt neglected green areas and transform them into urban gardens or sustainable recreational spaces.
- **“Green School”** – An educational program encouraging schools to reduce energy consumption, improve recycling systems, and implement environmental education programs for students.
- **Practical recycling workshops** – Organizing sessions where young people learn to reuse materials and create useful objects from waste.
- **“Youth Forest”** – An annual tree-planting initiative where students and young people actively participate in reforestation.



Recommendation for implementation:

Develop partnerships between local authorities, schools, and NGOs to implement long-term environmental projects.



Greece – Biodiversity Protection and Climate Change Education

Greece highlighted the importance of protecting biodiversity and educating about climate change. The methods used were interactive and based on experiential learning.



Good practices:

- **“Biodiversity Explorers”** – Activities observing local fauna and flora, where young people collect data on biodiversity in protected natural areas.
- **“Impact of Climate Change”** – Educational workshops on the effects of climate change on Greece’s ecosystems and solutions to mitigate them.
- **“Plastic-Free Day”** – A monthly event encouraging communities to completely avoid single-use plastics.
- **Marine conservation projects** – Beach clean-up activities and marine wildlife protection initiatives, combined with educational sessions on ocean pollution.

Recommendation for implementation:

Integrate biodiversity and climate change topics into the organizational curriculum and organize educational field trips for direct observation of ecosystems.

Spain – Organic Farming and Local Community Autonomy

Spain presented successful examples of promoting organic farming and developing self-sufficient local communities.



Good practices:

- “**Community Garden**” – A program where young people participate in growing organic products and learn about permaculture principles.
- “**Local Product Fairs**” – Organizing events where local producers sell their goods, promoting the local economy and responsible consumption.

- **“Eco-Volunteering”** – Programs where young people help maintain organic farms and learn about sustainable agriculture.
- **“Sustainable Cooking Workshops”** – Courses for young people on cooking with local and seasonal ingredients, thereby reducing carbon footprint.

Recommendation for implementation:

Create community gardens in schools and organize volunteer programs in organic farms.

Hungary – Waste Reduction and Upcycling Strategies

Hungary proposed innovative solutions for waste reduction and promoted the principle of upcycling (transforming waste into useful products).



Good practices:

- **“Clothing Refurbishment Workshops”** – Sessions where young people learn how to repair and personalize old clothes to reduce fast fashion consumption.
- **“Swap Fair”** – Organizing events where people can bring items they no longer use and exchange them for others.
- **“Urban Furniture from Recycled Materials”** – Creating benches and relaxation spaces from pallets and other recycled materials.
- **“Creative Recycling”** – Activities where young people transform used objects into new and functional products.

Recommendation for implementation:

Organize repair and recycling workshops in community centers to encourage the sustainable use of resources.

Bulgaria – Sustainable Tourism and Ecotourism

Bulgaria demonstrated how tourism can become a powerful tool for promoting sustainability.



Good practices:

- **“Eco-Responsible Tourism”** – Initiatives for developing environmentally friendly tourist routes.
- **“Zero Waste Guesthouses”** – Hotels and guesthouses implementing waste reduction policies.
- **“Educational Nature Trips”** – Guided hikes that include educational sessions about ecosystems.
- **“Ecotourism Festival”** – Events dedicated to promoting responsible tourism.

Recommendation for implementation:

Promote ecotourism and responsible tourism initiatives at the local level.

Serbia – Community Involvement in Natural Resource Protection

Serbia presented examples of mobilizing communities to protect natural resources and engaging citizens in environmental initiatives.



Good practices:

- **“River Monitoring”** – Volunteer groups monitor water quality and report pollution.
- **“Neighborhood Eco Day”** – A monthly day dedicated to clean-up actions and tree planting.
- **“Adopt a Tree”** – A campaign where residents take responsibility for caring for a tree planted in the city.
- **“Water for All”** – An initiative promoting water conservation and the installation of free water stations in public spaces.

Recommendation for implementation:

Actively involve the community through volunteer projects and awareness campaigns about natural resources.

Croatia – Environmental Education through Play and Storytelling

Croatia demonstrated how games and storytelling can be integrated into environmental education to engage young people.



Good practices:

- **“Ecological Fairy Tales”** – Creating children’s stories that incorporate messages about environmental protection.
- **“Green Escape Room”** – An educational game where participants solve ecology-themed puzzles to “escape” from a themed room.
- **“Sustainability Game”** – An educational board game where players learn about environmental protection and natural resources.
- **“Eco-Storytelling Festival”** – An annual event where young people create and present stories on ecological themes.

Recommendation for implementation:

Integrate educational games into organizational and community activities to make learning about the environment more engaging.

Poland – Environmental Education through Technology and Digitalization

Poland emphasized the use of technology to promote environmental education, providing digital tools to raise awareness about environmental issues.



Good practices:

- **“Mobile Apps for Recycling”** – Platforms that help users locate recycling centers and provide guides on selective waste collection.
- **“Online Educational Games”** – Developing interactive games that teach ecological concepts through digital simulations and challenges.
- **“Virtual Ecosystem Tours”** – Virtual reality experiences allowing young people to explore natural habitats and the impact of climate change.
- **“Air Quality Monitoring”** – Educational programs based on urban sensors that collect data on pollution.

Recommendation for implementation:

Integrate digital technologies into educational programs to make sustainability information more accessible and interactive.

Italy – Tradition and Innovation in Sustainable Food

Italy promoted good practices related to sustainable food, combining gastronomic traditions with modern solutions to reduce food waste.



Good practices:

- **“Zero Waste Cooking”** – Cooking workshops that use ingredients entirely to minimize food waste.
- **“Sustainable Markets”** – Initiatives where local markets promote organic products and eco-friendly packaging.
- **“Save the Food” Campaigns** – Partnerships with restaurants and supermarkets to redistribute unsold food to disadvantaged people.
- **“Education on Sustainable Nutrition”** – School programs teaching students about the environmental impact of food choices.

Recommendation for implementation:

Integrate digital technologies into educational programs to make sustainability information more accessible and interactive.

Turkey – Water Resource Conservation and Environmental Protection

Turkey focused on sustainable water management, promoting community initiatives to reduce consumption and protect natural water sources.



Good practices:

- **“Save Water”** – Awareness campaigns on the importance of efficient water use in households.
- **“Sustainable Gardens”** – Projects designing green spaces with drought-resistant plants to reduce water consumption.
- **“Rainwater Harvesting Systems”** – Implementing simple solutions to use rainwater for agricultural and domestic purposes.
- **“Water Clean-Up”** – Initiatives for cleaning rivers and lakes with the involvement of local communities.

Recommendation for implementation:

Promote education on water conservation and organize community actions to protect aquatic resources.

Conclusions on Good Practices and Experience Sharing

The implementation of the SEEDS project demonstrated that sharing good practices and exchanging experiences among youth workers from 13 countries—Portugal, Germany, Cyprus, Greece, Serbia, Poland, Italy, Spain, Bulgaria, Turkey, Hungary, Croatia, and Romania—is essential for professional development and strengthening international cooperation.

The good practices collected during the project illustrated diverse ways to integrate environmental education into non-formal activities, providing concrete examples of methods and tools that can be replicated in other contexts. They contributed to creating a valuable portfolio of educational resources, useful for both participants and their organizations.

The exchange of experiences facilitated not only the transfer of innovative methods but also authentic mutual learning based on collaboration, reflection, and adaptation to the realities of each community. Participants discovered new perspectives, gained a better understanding of common challenges, and identified solutions adaptable at the local level.

Thus, the project succeeded in creating a framework where individual experience was transformed into collective knowledge, and the shared good practices became sources of inspiration for future initiatives in sustainability and environmental education.

SEEDS IN ACTION: PROPOSALS FOR ECOLOGICAL AND SUSTAINABILITY EDUCATION ACTIVITIES FOR YOUNG PEOPLE

The present activity sheets are a summary of the proposals made by the youth workers who participated in the seminar “Sustainability Education And Ecological Development For Societies (SEEDS)” within the accredited project no: 2024-1-RO01-KA151-YOU-000207051

WORKSHOP: GREEN IN ACTION – SEEDS WEEK

Activity Sheet No. 1

Learning Objectives:

- O1: to become familiar with concepts related to climate education
- O2: to become aware of the importance of the climate crisis
- O3: to deepen the concepts related to climate education
- O4: to encourage students to take small but important actions for a more sustainable lifestyle
- O5: to develop practical skills
- O6: to become aware of the importance of maintaining cleanliness in the space where they spend much of their time
- O7: to become familiar with concepts of recycling
- O8: to express their personal opinion on a topic
- O9: to test the knowledge they have learned

Proposed activities

No	Activity title:	Contributes to learning objective:
1.	Introduction – general presentation of the climate crisis	O1: to become familiar with concepts related to climate education O2: to become aware of the importance of the climate crisis
2.	Films of change – understanding the climate crisis through images (Watching short films on the previously explained topics)	O3: to deepen the concepts related to climate education
3.	Practical workshop – “Giving new life to materials”	O5: to develop practical skills
4.	Activity 4: Practical workshop – Cleaning in the city center park	O7: to become familiar with concepts of recycling
5.	Feedback and reflection – evaluating what we have learned	O8: to express their personal opinion on a topic O9: to test the knowledge they have learned

Description of activities:

Activity 1: Introduction – general presentation of the climate crisis

Short description	The participants discover the main causes and effects of the climate crisis through an interactive presentation and guided discussions. The activity aims to raise awareness of the impact of human activities on the environment and the importance of collective action to protect the planet. The facilitator will introduce terms such as climate crisis and climate change. They will present the main problems humanity faces – pollution, deforestation, overconsumption, overpopulation, intensive agriculture, etc. – providing concrete examples and inviting young people to contribute their own examples. Subsequently, the facilitator will ask the participants to identify possible solutions for each discussed problem. Examples of solutions include reducing the use of single-use plastics, avoiding fast fashion, and adopting responsible consumption from local and sustainable sources.
Methods used	Interactive presentation led by the facilitator, with visual support (images, charts, video materials) to provide a global perspective on the climate crisis. Collective brainstorming to identify participants' initial perceptions of the causes and effects of climate change. Guided discussion to clarify key concepts (carbon emissions, greenhouse effect, sustainability). “Concept map” method – small groups create visual diagrams linking climate phenomena to their impact on the environment and society. Individual reflection and group sharing to raise awareness of personal and collective responsibility in facing the climate crisis.
People involved / Participants	Youth worker / Facilitator Young people from the community with whom the organization conducts ongoing activities.
Required resources (financial, material)	Whiteboard, markers, desktop computer, video projector, internet connection.
Duration	50 minutes

Activity 2: Films of change – understanding the climate crisis through images (Watching short films on the previously explained topics)

Short description	The young participants watch a selection of educational films and clips that present the causes and consequences of climate change, as well as real-life examples of actions to protect the environment. After viewing, the facilitator guides a discussion about the main messages, the emotions elicited, and the solutions they can apply in their daily lives. Suggested video materials: “Climate Change Explained Simply” – TED-Ed (YouTube) “How We Can Make the World a Better Place by 2030” – Michael Green (TED Talk) “The Story of Plastic” (educational summary, YouTube) “What is Climate Change?” – National Geographic Kids “The Promise” (animated short film about responsibility toward nature)
Methods used	Visual learning – watching short films and educational documentaries that illustrate the effects of the climate crisis on the environment and human communities. Content analysis – discussing the messages conveyed through images, sound, and symbols to develop critical thinking and ecological empathy. Guided debate – dividing participants into groups to reflect on the topics addressed (pollution, overconsumption, inequalities, green solutions). “Cinema Reflection” method – each participant notes the main ideas and emotions generated by the film, then shares them in a circle. Creating a visual collage / joint poster with messages and conclusions about changing attitudes toward the environment.
People involved / Participants	Facilitator Young people from the community with whom the organization conducts ongoing activities.
Required resources (financial, material)	Desktop computer, video projector, internet connection.
Duration	50 minutes

Activity 3: Practical workshop – “Giving new life to materials”

Short description	The young participants take part in a creative workshop where they make useful or decorative items from recyclable materials (plastic, cardboard, paper, textiles, bottles, etc.). The activity stimulates ecological thinking, creativity, and learning by doing, highlighting the importance of reusing and reducing waste. The facilitator provides examples, models, and support throughout the process, and at the end, the participants can organize a mini-exhibition of their creations. Suggested products: * Flower pots from PET bottles * Pencil holders * Eco-friendly decorations (bird, butterfly, tree) * Reusable bags from old textile materials
Methods used	Learning by doing – participants transform recyclable materials into useful or decorative items, experiencing the process of reuse. Creative workshop – stimulating imagination and practical skills through the creation of products from reusable waste (paper, plastic, textiles, metal). Teamwork – organizing into groups to design and create joint “eco” projects. Ecological gallery / final exhibition – presenting results and exchanging ideas among participants. Group reflection – discussion on the importance of the circular economy, reducing consumption, and responsible behavior toward resources.
People involved / Participants	Youth worker / Facilitator Young people from the community with whom the organization conducts ongoing activities.
Required resources (financial, material)	Recommended materials: clean waste materials – PET bottles, caps, cardboard, boxes, magazines, old textiles, strings, colored paper, glue, scissors, adhesive tape, markers, labels for naming the created items.
Duration	50 minutes

Activity 4: Practical workshop – Cleaning in the city center park

Short description	The young participants take part in a practical action to clean the city center park, learning through direct experience about environmental responsibility and the importance of community involvement. Under the facilitator's guidance, teams collect waste, sort recyclable materials, and discuss the impact of these actions on the local community. Suggested final activity: At the end, participants can create a photo collage showing “before and after” and propose ideas for maintaining cleanliness in green spaces.
Methods used	Learning by doing – participants were directly involved in environmental cleanup actions, collecting waste and contributing to the improvement of the urban environment. Teamwork – forming groups responsible for specific areas of the park, fostering cooperation and efficient organization. Direct observation – identifying types of waste and discussing the causes of irresponsible environmental behavior. Education by example – participants acted as role models for citizens, promoting volunteerism and care for green spaces. Collective reflection – final analysis of the action's impact, the importance of civic engagement, and the continuity of ecological initiatives.
People involved / Participants	Youth worker / Facilitator Young people from the community with whom the organization conducts ongoing activities.
Required resources (financial, material)	Recommended materials: protective gloves, trash bags, small shovels, bags for recycling; reflective vests, signs or banners with ecological messages; water, first aid kit, camera for documentation.
Duration	50 minutes

Activity 5: Feedback and reflection – evaluating what we have learned

Short description	The activity aims to assess the level of understanding of the discussed concepts and to gather participants' impressions of their SEEDS activities experience. Participants complete two simple tools: * Knowledge check questionnaire – to evaluate what they have learned about climate change, sustainability, and ecological actions; * Feedback questionnaire – to express their satisfaction level, favorite ideas, and suggestions for future green activities. Objectives: * Assessing acquired knowledge; * Identifying the educational impact of the workshops; * Involving young people in improving future activities. Suggestion: The facilitator can organize a short final circle discussion where each participant shares “what new thing they learned” and “what personal change they propose for a greener future.”
Alternative methods:	Reflection circle (debriefing) – guided plenary discussion in which participants shared their experiences, emotions, and lessons learned from the previous activities. “Learning compass” method – participants identified what they learned, what inspired them, what they can improve, and what they will apply in their daily lives. Anonymous feedback / questionnaire – collecting opinions on the organization, usefulness, and impact of the activities. Visual method “learning tree” – each participant wrote conclusions and key ideas on paper leaves, creating a collective display of the experience. Individual reflection – keeping a short personal learning journal to raise awareness of progress and changes in attitude.
People involved / Participants	Facilitator Young people from the community with whom the organization conducts ongoing activities.
Required resources (financial, material)	Recommended materials: printed or online forms (Google Forms / Microsoft Forms); pens, clipboards; suggestion box for anonymous feedback (optional); laptop / tablet for digital response collection.

Duration	50 minutes
----------	------------

Learning assessment

- * Applying questionnaires
- * Photos taken during activities
- * Open discussions

WORKSHOP: IN THE WORLD OF ECOLOGY – EXPLORING AND LEARNING THROUGH ACTION

Activity Sheet No. 2

O1: knowledge and application of norms and rules for environmental protection, preservation, and rescue, while becoming aware of the impact of climate change on the environment;

O2: understanding the relationship between humans and the environment, and the interdependence between environmental quality and quality of life;

O3: stimulating young people in the process of investigating and researching the surrounding environment.

Proposed activities

No	Activity title:	Contributes to learning objective:
6.	Journey through the mysteries of ecology	O1
7.	Community Green Day – “Young Tree, Old Tree!”	O2
8.	Ecological mission: cleaning and protecting the environment!	O3

Description of activities:

Activity 1: Journey through the mysteries of ecology

Short description	Participants embark on a “journey” to discover the principles of ecology, exploring the relationship between humans and nature. Through interactive activities, discussions, and educational games, young people understand basic concepts about ecological balance, natural resources, and environmental protection. The activity aims to develop a responsible attitude toward the planet and foster a green spirit within the community.
People involved / Participants	Youth worker / facilitators / trainers; volunteers for logistical support and documentation (photo / video)

	Young people from the community with whom the organization conducts ongoing activities.
Required resources (financial, material)	Teaching materials: * Laptop, projector, and projection screen / white wall * PowerPoint presentation or visual materials (images, charts, short clips about ecology) * Flipchart, large A3 sheets, colored markers * Worksheets / informational materials for participants (definitions, examples of ecological concepts) * Post-it notes for brainstorming activities * Set of cards with ecological questions or challenges (e.g., “How can we reduce pollution?”) Space and logistics: * Bright, well-ventilated room with space for group work * Chairs arranged in a circle or semicircle for interactive discussions * Internet access (for video materials or online resources)
Methods used:	Interactive presentation – the facilitator introduced basic ecology concepts through visual examples, question games, and multimedia materials. Icebreaker and knowledge games – to stimulate engagement and create an open atmosphere conducive to non-formal learning. Brainstorming – collecting participants’ ideas and personal perceptions about nature, ecological balance, and sustainability. “Concept map” method – groups created connections between environmental elements (water, air, soil, plants, animals, humans). Guided reflection – participants analyzed how ecological principles manifest in their lives and what actions they can take to protect the environment.
Duration	50 minutes

Activity 2: Community Green Day – “Young Tree, Old Tree!”

Short description	The activity marks a day dedicated to nature and intergenerational solidarity. Young people, together with community members (parents, grandparents, volunteers), participate in a tree-planting action and a symbolic moment recognizing the value of each age — “young tree, old tree” becomes a metaphor for the continuity of life and respect for nature.
-------------------	---

	The facilitator can include stories about trees, inspirational quotes, and a brief reflection on how each generation contributes to environmental protection. Suggested activity: At the end, participants can form a circle around the planted trees and recite a shared “green promise” — a commitment to protect the surrounding environment.
Methods used:	Learning by doing – participants were actively involved in tree planting and ecological activities, learning through direct experience. Collaborative method – young people worked in mixed teams (students, volunteers, community members) to encourage cooperation and intergenerational solidarity. Outdoor education – conducting activities in nature to stimulate an emotional connection with the environment. Ecological reflection workshop – open discussion about the role of forests in maintaining climate balance and the symbolism of the “tree” as a source of life. “Green chain” method – each participant shared a personal promise related to environmental protection, forming a collective commitment to sustainability.
People involved / Participants	Youth worker / Facilitator Young people from the community with whom the organization conducts ongoing activities.
Required resources (financial, material)	Required resources: * Seedlings / trees for planting, tools (shovels, gloves, buckets) * Signs, labels with participants’ names and their messages for the future * Bags for waste collection (if park cleanup is also included) * Camera / phone for documenting the activity * Symbolic sheets “Me and my tree” (participants can write a thought or a promise)
Duration	300 minutes

Activity 3: Ecological mission: cleaning and protecting the environment!

Short description	Young people become the community's green team, actively participating in a cleanup and environmental protection action in the local area (park, riverbank, neighborhood, green space). Under the facilitator's guidance, they collect waste, sort recyclable materials, and discuss daily habits that can reduce pollution. The activity emphasizes personal example and the power of collective action for a clean environment.
Methods used:	Learning by doing – participants carried out concrete environmental cleanup and selective waste collection activities, learning through direct involvement and responsibility. Teamwork – organizing into groups to cover different areas and coordinate tasks efficiently. Direct observation – identifying types of waste, pollution sources, and their impact on the environment. Education by example – participants acted as models of civic and ecological behavior in the community. Group reflection – discussion at the end of the activity about the experience, the importance of collective actions, and future plans for environmental protection.
People involved / Participants	Youth worker / Facilitator Young people from the community with whom the organization conducts ongoing activities.
Resurse necesare (financiare, materiale)	Required resources: protective gloves, household waste bags and recycling bags (plastic, paper, glass); reflective vests and small shovels (if applicable); placards, banners or stickers with ecological messages ("Protect nature!", "Be the change!"); water, snacks, first aid kit; camera / phone for documenting the action.
Duration	50 minutes

Learning Evaluation

- ongoing evaluation through taking photos and creating a journal page by each young participant;
- periodic evaluation after each thematic content by applying questionnaires among young people to identify the level of information regarding climate change;
- final evaluation materialized in the creation of a brochure to prove the completion of the above-mentioned activities, examples of good practice for the community.

WORKSHOP: RE-CREATE FROM WASTE

Activity Sheet No. 3

Learning Objectives:

- O1: to collect waste separately;
O2: to reuse waste for new purposes;
O3: to protect nature through arrangement and maintenance;
O4: to promote ecological behaviour;
O5: to develop an environmental protection behaviour.

Proposed Activities

No	Activity Name:	Contributes to the learning objective:
9.	Adventure in the World of Recycling	O1: to collect waste separately;
10.	We Re-create the World from Reused Materials	O2: to reuse waste for new purposes;
11.	Green Space	O3: to protect nature through arrangement and maintenance;
12.	Recycling Messengers – Inform, Educate, Act!	O4: to promote ecological behaviour;
13.	SustENAbility Evening	O5: to develop an environmental protection behaviour.

Activity Descriptions:

Activity 1: Adventure in the World of Recycling

Short description	Young people learn about the importance of selective collection and the correct way to sort waste. Through practical activities and
-------------------	---

	educational games, they discover what materials can be recycled and what impact each action has on the environment. Under the facilitator's guidance, participants work in teams to sort symbolic waste (paper, plastic, metal, glass) into coloured containers, practising ecological thinking and collaboration. Suggestion: The facilitator can turn the activity into a friendly competition, where teams receive points for correct sorting, creativity, and involvement. At the end, ideas for improving selective collection in the community can be discussed.
Methods Used:	Experiential learning – participants discovered the principles of recycling through practical activities and educational games, turning theory into action. Role-playing games – simulating the process of waste collection, sorting, and reuse, to understand the stages in the recycling chain. Brainstorming – collecting ideas regarding creative solutions for waste reduction and material reuse. Practical workshop – creating decorative or useful objects from recyclable materials, stimulating creativity and ecological responsibility. Guided reflection – a final discussion about the individual and collective impact on the environment and the importance of daily actions for a sustainable lifestyle.
People Involved / Actors Involved	Youth Worker /Facilitator Young people in the community with whom the organization carries out current activities.
Necessary resources (financial, material)	Required resources: coloured containers / boxes for selective collection (labelled: plastic, paper, metal, glass, household waste); clean waste (PETs, magazines, boxes, jars, cans, textiles, etc.); protective gloves; informative posters about recycling; open space for the activity; observation sheets / short questionnaires about recycling.

Duration	50 minutes

Activity 2: We Re-create the World from Reused Materials

Short description	Detailed Description: This activity aims to stimulate the creativity and ecological responsibility of young people by transforming materials considered "waste" into useful, decorative, or clothing items. Participants, coordinated by facilitators, work individually or in teams to design original products from recyclable materials such as paper, cardboard, PET bottles, old textiles, metal cans, or plastic caps. The goal of the workshop is to show that material reuse is not only a solution for waste reduction but also a form of artistic expression and ecological awareness. Young people learn through practice the principles of the circular economy, responsible consumption, and natural resource protection. The workshop can result in: - decorative objects (photo frames, candle holders, flowers made from recycled paper, collage paintings); - accessories or carnival costumes created from reused textile materials; - useful objects (desk organizers, flowerpots, storage boxes, jewellery from recycled plastic). Finally, the creations can be displayed in a mini-exhibition called "A New Life," where each participant presents their work, the materials used, and the ecological message they want to convey. Suggestion: The final exhibition can be opened to the local community, encouraging other young people and adults to adopt environmentally responsible behaviour and discover the joy of creating from simple, yet valuable resources.
Methods Used:	Learning by doing – participants created new objects from recyclable materials, discovering through practice the potential of creative reuse. Ecological creation workshop – developing artistic spirit and sustainable thinking by transforming waste into useful or decorative products.

	Teamwork – groups collaborated on the conception and presentation of original projects, stimulating cooperation and the exchange of ideas. "We Re-create the World" exhibition – public presentation of the finished products, accompanied by ecological messages and a debate on waste reduction. Group reflection – analyzing the experience and how everyone can contribute to a circular and responsible economy.
People Involved / Actors Involved	Youth Worker /Facilitator Young people in the community with whom the organization carries out current activities.
Necessary resources (financial, material)	Required resources: clean recyclable materials (plastic, cardboard, paper, textiles, caps, cans, etc.); scissors, glue, string, adhesive tape, watercolours, brushes, markers; gloves, aprons, work tables, ventilated space; boxes for sorting remaining materials; camera / phone for documenting the activity.
Duration	300 minutes

Activity 3: Practical Workshop – "The Green Space"

Short description	The activity aims to care for and redevelop the green spaces around the institution or the community. Young people participate in an ecological action that includes collecting waste, cleaning green areas, and painting tree trunks, thus contributing to improving the local environment's appearance. In the second part, participants are invited to propose creative ideas for redeveloping these spaces – through drawings, sketches, or simple plans – to transform them into friendly, green, and sustainable areas. Suggestion: Finally, the young people can create a "Before and After" photo collage and publicly present their redevelopment ideas in a small community exhibition.
Methods Used:	Learning by doing – participants were actively involved in arranging and caring for a green space, applying ecological principles in a concrete manner.

	Outdoor education – activities were carried out outdoors, providing the opportunity to learn directly from interaction with the natural environment. Teamwork – groups collaborated on cleaning, planting, and decorating the space, developing cooperation and planning skills. Visual and creative learning – using natural elements (flowers, stones, recyclable materials) to create an aesthetic and educational space. Group reflection – final discussion about the role of green spaces in community health and maintaining ecological balance.
People Involved / Actors Involved	Youth Worker /Facilitator Young people in the community with whom the organization carries out current activities.
Necessary resources (financial, material)	Required resources: household waste bags and recycling bags; protective gloves, shovels, rakes, brushes, buckets; lime / paint for tree trunks, brushes; posters or labels for marking the cared-for areas; large sheets of paper, markers, and coloured pencils for drawing redevelopment proposals; water, first aid kit, camera / phone for documenting the activity; appropriate clothing (reflective vests, caps, aprons).
Duration	300 minutes

Activity 4: Recycling Messengers – Inform, Educate, Act!

Short description	This activity aims to involve young people in information and awareness campaigns regarding the importance of selective waste collection and environmental protection. Participants become "recycling messengers," creating flyers, posters, and leaflets with ecological messages that they will distribute in the community – in schools, shops, public institutions, or places frequently visited by citizens. In the first part of the activity, the facilitator provides a brief presentation on recycling, pollution, and the impact of waste on the environment. Then, young people work in teams to create attractive visual materials with clear and motivational messages. The use of evocative images, bright colours, and original slogans (e.g., "Recycle today, breathe tomorrow!" or "A small gesture, a big impact!") is encouraged.
-------------------	--

	In the second part, participants go into the field and distribute the created materials, interacting with locals and explaining, in a friendly manner, the benefits of differentiated collection. The activity combines ecological education with civic spirit and active community communication. Suggestion: At the end of the activity, an exhibition of the most successful posters and flyers can be organized, and the young people can vote for the most inspiring ecological message. The best materials can be published on the organization's website or social media, as part of the local campaign "Our Community, Our Green Future."
Methods Used:	Participatory educational campaign – young people designed and distributed informative materials (posters, flyers, visual messages) to promote responsible recycling. Learning by doing – participants applied the knowledge gained about selective collection by getting directly involved in community awareness activities. Peer-to-peer method (learning between equals) – young people became "recycling ambassadors," explaining the benefits of reuse and waste reduction to other community members. Teamwork – organizing into thematic groups (information, design, communication) for the creation and presentation of educational materials. Group reflection – analysing the impact of the campaign, exchanging impressions, and establishing ideas for future actions.
People Involved / Actors Involved	Youth Worker /Facilitator Young people in the community with whom the organization carries out current activities.
Necessary resources (financial, material)	Required resources: coloured sheets, cardboard, recycled paper, markers, watercolours, glue, scissors; printer, computer access (for digital design of leaflets and flyers); cameras / phones for documentation; distribution materials (folders, files, envelopes, adhesive tape, staples); vests or badges for identifying participants; boxes for collecting recyclable materials brought as examples; first aid kit, water, light snacks for the field teams.

Duration	300 minutes
----------	-------------

Activitate 5: Seara SustENAbilității

Short description	"SustENAbility Evening" is a festive and educational event dedicated to celebrating the involvement of young people in environmental protection and the promotion of sustainability values. The activity marks the end of the program with a relaxed yet meaningful gathering where participants, volunteers, and community members share their experiences, results, and green stories lived within the SEEDS project. The event combines artistic moments, exhibitions, and ecological reflections: - presentation of products made in previous workshops ("A New Life," "The Green Space," "Recycling Messengers"); - photo and video projections of moments from the project activities; - exhibition of posters, flyers, and objects created from recyclable materials; - sketches, songs, or dances with an ecological theme; - symbolic moments, such as the "Green Light of Hope," where participants light candles/lanterns to represent unity and care for the planet. The atmosphere is one of celebration, but also of reflection on the positive changes that can start from small actions, carried out with perseverance and solidarity. Suggestion: The event can conclude with a common "green promise" – each participant writes a personal commitment for a sustainable future on a recycled paper leaf, which will be added to a symbolic "Tree of Hope."
Methods Used:	Methods Used: Interactive exhibition – presentation of the products, materials, and results obtained in the previous workshops, in the form of a visual gallery. "Green Ideas Fair" method – participants exhibited sustainable projects and initiatives, exchanging good practices and ecological solutions. Learning through artistic expression – creative moments (music, poetry, ecological theatre) for conveying messages about environmental protection and responsibility.

	Open debate and group reflection – discussions about what they learned during the project and how they can apply sustainability principles in daily life. Appreciative method ("What did we do well?") – analysis of the strengths of the activities and highlighting the positive changes generated by the involvement of young people.
People Involved / Actors Involved	Youth Worker /Facilitator Young people in the community with whom the organization carries out current activities.
Necessary resources (financial, material)	Required resources: hall / space decorated festively (indoor or outdoor); multimedia equipment (laptop, projector, speakers, microphone); decor made from recyclable materials (banners, lights, posters); diplomas / certificates of participation; panel for photo-video exhibition; snacks, water, natural teas; first aid kit and logistical support staff.
Duration	300 minutes

Learning Evaluation

- photos from the activities;
- attendance records;
- promotion on the school's Facebook page;
- conducting mini-evaluations (the activity they liked the most, what other activities they would propose)

WORKSHOP: THE VOICE OF THE FOREST

Activity Sheet No. 4

Learning Objectives:

- O1: Forming an ecological conscience through correct information about the problems raised by the development of human society
- O2: To actively participate in actions that promote environmental health, carrying out practical activities for local environmental clean-up;
- O3: Raising awareness among all students and community members regarding the importance of a healthy environment, for people and for society

Proposed Activities

No	Activity title:	Contributes to the learning objective:
----	-----------------	--

14.	Green for Future Generations	Active participation in actions promoting a healthy environment.
15.	Two Planets, One World – Climate Change and Global Inequality	Developing ecological awareness
16.	Discover Protected Nature – Thematic Trips on Environmental Conservation and Biodiversity	Raising youth awareness about the importance of a healthy environment
17.	Eco Fashion – Style with a Green Attitude	Participation in selective waste collection activities

Activity Description:

Activity 1: Green for Future Generations

Short description	The activity aims to foster a responsible attitude toward nature and promote the direct involvement of young people in environmental protection through a practical tree- or shrub-planting action. Youth become environmental ambassadors and learn, through action, that every tree planted is an investment in the future of the planet and of future generations. Under the guidance of facilitators and with the support of local authorities or community volunteers, participants identify suitable planting areas, prepare the land, and actively contribute to creating a “SEEDS mini-forest.” In parallel, discussions take place about the importance of forests in maintaining climate balance, protecting biodiversity, and reducing pollution. At the end, each young participant can symbolically “adopt” a tree, giving it a name and leaving a short message for future generations—a promise of care and continuity. The activity thus becomes a memorable experience with lasting ecological and emotional impact. Suggestion: After the planting is completed, young people can create a symbolic map of the planted trees, to be updated annually. Additionally, periodic visits can be organized to maintain the green space, turning this activity into a long-term commitment to nature.
-------------------	---

Methods Used:	Learning by Doing – participants engaged in practical planting and ecological activities, learning through direct experience the importance of protecting the environment. Outdoor Education – activities took place outdoors, providing the opportunity to directly observe the positive impact of actions on the natural environment. Teamwork – groups collaborated to complete tasks, fostering cooperation, communication, and a sense of collective responsibility. Guided Discussion – joint reflection on each individual’s role in maintaining a healthy environment for future generations. “Tree of Promises” Method – each participant wrote a personal commitment to protect nature on a symbolic leaf, together creating a tree of change.
People Involved / Key Participants	Youth Worker / Facilitator Young people from the community with whom the organization carries out ongoing activities.
Required Resources (Financial, Material)	Required Resources: * Tree/shrub seedlings suitable for the area (e.g., oak, linden, acacia, maple, thuja, etc.); * Shovels, hoes, buckets, protective gloves, reflective vests; * Water for irrigation and markers for planting locations; * Informational materials about forests and their ecological importance; * Banners or posters with the campaign message “Green for Future Generations”; * First aid kit and support staff; * Camera / phone for documenting the activity.
Duration	300 minutes

Activity 2: Two Planets, One World – Climate Change and Global Inequality

Short description	The activity aims to develop young people’s critical thinking and empathy through an interactive debate on the impact of climate change and how it affects people differently across various regions of the world. Participants are challenged to discover how resources, the economy, and political decisions often create two contrasting realities – a “comfort planet” and a “survival planet.”
-------------------	--

	Under the guidance of the facilitator, youth are divided into teams representing different contexts (developed countries vs. countries vulnerable to the climate crisis). Each team receives information, scenarios, and illustrative images, which they use to argue, seek solutions, and present different perspectives on the same global issue. The debate is followed by a joint discussion on individual and collective responsibility, solidarity, climate justice, and ways each person can contribute to reducing inequalities and protecting the planet. Suggestion: At the end, participants can create a joint manifesto titled “One Planet for All,” containing ideas, solutions, and personal commitments for a fairer and more sustainable world.
Methods Used:	Case Study – analyzing real examples of the impact of climate change on different regions of the world and vulnerable communities. Guided Debate – interactive discussion on the link between pollution, economic development, and social inequality, fostering critical thinking. Role-Play / Simulation – participants represented global actors (governments, NGOs, companies, citizens), exploring different perspectives on the climate crisis. “World Café” Method – exchange of ideas between groups on topics such as “responsible consumption,” “green energy,” and “global solidarity.” Collective Reflection – summarizing conclusions and formulating common messages for a fairer and more sustainable future.
People Involved / Key Participants	Youth Worker / Facilitator Young people from the community with whom the organization carries out ongoing activities.
Required Resources (Financial, Material)	Required Resources: * Informational materials on climate change and global impact; * Sheets with scenarios and roles for teams (wealthy/vulnerable countries, NGOs, citizens, etc.); * Flipchart, markers, notepads; * Projector / laptop for presenting images and data;

	* Space for debate arranged in a circle or face-to-face tables; * Badges for teams and a moderator (facilitator).
Duration	2 sessions of 3 hours each.

Activity 3: Discover Protected Nature – Thematic Trips on Environmental Conservation and Biodiversity

Short description	The activity aims to connect young people directly with nature through a practical outdoor learning experience, carried out in protected natural areas (reserves, national parks, local natural sites). The goal is to understand the importance of environmental conservation, the protection of plant and animal species, and the role of ecological balance in the life of the planet. Under the guidance of facilitators and specialized guests (biologists, rangers, representatives of environmental NGOs), participants gradually explore the characteristic elements of the visited ecosystems: flora, fauna, habitat types, and the threats these areas face. The activity includes direct observation, field journal notes, collection of simple data (temperature, soil, common plants), as well as discussions on how they, as active citizens, can contribute to biodiversity protection. Participants can also take photographs, make sketches, or record short videos, which can later be used in exhibitions and awareness campaigns. Suggestion: The trip can conclude with a symbolic moment – a “Nature Circle,” where each participant shares their thoughts and personal commitment to protecting the environment, reinforcing the emotional connection with nature.
Methods Used:	Discovery Learning – participants explored protected natural areas, directly observing specific flora and fauna. Outdoor Education – activities conducted in the field, designed to foster an authentic connection with nature and stimulate ecological responsibility. Ecological Guidance – explanations and activities provided by specialists or youth workers with expertise in environmental protection.

	Teamwork – participants completed observation sheets and documented encountered species, collaborating to identify threats to the ecosystems. Group Reflection – final discussion on the importance of biodiversity conservation and personal actions each individual can take to protect the environment.
People Involved / Key Participants	Youth Worker / Facilitator Young people from the community with whom the organization carries out ongoing activities.
Required Resources (Financial, Material)	Required Resources: * Informational materials about the visited areas (brochures, maps, botanical/zoological guides); * Backpacks, field notebooks, pens, cameras / phones for documentation; * Appropriate clothing (comfortable footwear, raincoats, hats); * First aid kit, water, snacks; * Partnership agreements with the administrations of the protected areas; * Transportation arranged for travel; * Permits, if necessary, for access to the respective areas.
Duration	1 day

Activity 4: Eco Fashion – Style with a Green Attitude

Short description	The activity aims to encourage young people to adopt responsible behavior toward consumption and the environment through sustainable fashion. Participants discover how old clothes, reused textiles, or worn accessories can be transformed into modern and expressive fashion creations. Under the guidance of facilitators, youth work in teams, showcasing their creativity by making garments, accessories, or themed costumes from recyclable materials. The activity promotes the idea that fashion is not only about trends but also about responsibility, originality, and respect for the planet. In the second part, an eco-fashion show (“Eco Fashion Show”) can be organized, where participants present their creations and explain the ecological message behind each outfit. The event becomes an interactive way to combine art, education, and sustainability. Suggestion:
-------------------	--

	At the end, symbolic awards can be given, such as “Most Creative Eco Outfit,” “Green Message of the Year,” or “SEEDS Sustainable Designer.” The event can be promoted in the community as an example of conscious fashion and arts-based education.
Methods Used:	Practical Creative Workshop – participants created garments and accessories from recyclable materials, promoting reuse and sustainable creativity. Learning by Doing – youth learned about recycling and responsible consumption through direct involvement in the design and production process. Teamwork – organized in groups to design, create, and present eco-friendly collections, fostering cooperation and innovation. Eco Parade / Creative Exhibition – final presentation of creations to the community as a form of visual education and inspiration for a sustainable lifestyle. Group Reflection – discussion on the impact of the fashion industry on the environment and green alternatives in clothing choices.
People Involved / Key Participants	Youth Worker / Facilitator Young people from the community with whom the organization carries out ongoing activities.
Required Resources (Financial, Material)	Required Resources: * Old textiles, worn clothes, fabric scraps, buttons, zippers, ribbons; * Scissors, needles, thread, fabric glue, sewing machine (optional); * Well-ventilated workspace, large tables, mirrors; * Background music and decorations for the presentation; * Cameras / phones for documentation; * Labels or signs for presenting the outfits.
Duration	300 minutes

Learning Assessment

- * Presentation of good practice examples to young people in the community;
- * Photo gallery;
- * Special section on the organization’s website dedicated to ecological activities and dissemination of their results;

- * Thematic exhibitions made from recycled materials;
- * Participation in environmental-themed competitions and campaigns.

WORKSHOP: SOURCES OF LIFE – WATER AND FOREST

Activity Sheet No. 5

Learning Objectives

- O1: Developing young people's interest in exploring biological systems, processes, and phenomena using specific tools and methods;
- O2: Raising awareness about pollution sources and the planet's limitations.

Proposed Activities

No	Activity title:	Contributes to the learning objective:
18.	“Water – The Matrix of Life”	Active participation in actions promoting a healthy environment.
19.	Water Quality Analysis	Conducting investigations aimed at monitoring the quantity and quality of water. Expressing personal observations and conclusions obtained from experiments or investigations. Observing how activities are carried out within an institution responsible for water management.
20.	Water Pollution and Protection	Carrying out investigations or projects on human–nature interactions and the ecological impact of economic activities; Identifying methods that can help reduce water pollution.

Activity Description:

Activity 1: “Water – The Matrix of Life”

Short description	The workshop “Water – The Matrix of Life” aims to raise awareness about the essential role of water in maintaining ecosystem balance and supporting life on Earth. Participants will explore the connection between forests and water, understanding how forests contribute to regulating the water cycle in nature and protecting water sources. Through practical activities, interactive
-------------------	---

	discussions, and educational experiments, young people will discover the importance of conserving water resources and protecting forests as true “reservoirs” of life.
Methods Used:	Interactive Presentation – introduction of the topic through images, videos, and guided discussions about the role of water in sustaining life and maintaining natural balance. Discovery Learning – simple experiments illustrating the water cycle in nature and natural filtration processes. Teamwork – groups analyzed the relationship between forest, soil, and water, identifying factors that influence the quality of aquatic resources. Outdoor Activities – direct field observations (river, spring, lake) to connect theory with practical experience. Group Reflection – collective conclusions on the importance of water conservation and the measures each person can take to protect it.
People Involved / Key Participants	Youth Worker / Facilitator Young people from the community with whom the organization carries out ongoing activities.
Required Resources (Financial, Material)	Resources / Materials Needed: * Maps or posters illustrating the water cycle in nature * Water samples from different sources (river, lake, well, rain, etc.) for comparative analysis * Transparent containers, microscope / handheld magnifier * Materials for a mini water filtration experiment (sand, gravel, activated charcoal, cut plastic bottles) * Flipchart, markers, worksheets * Access to a natural area (forest, park, river) for direct observations * Projector / laptop for visual presentation
Duration	300 minutes

Activity 2: Water Quality Analysis

Short description:	The activity “Water Quality Analysis” aims to develop scientific thinking and ecological awareness through the direct observation of water characteristics from various natural and human-made sources. Participants will collect water samples from a river, lake,
--------------------	---

	well, and public supply network, analyzing them according to parameters such as transparency, pH, temperature, odor, impurity content, and dissolved oxygen level. By interpreting the results, young people will learn how to identify possible sources of pollution and how they can be prevented. The activity encourages critical thinking, teamwork, and a responsible attitude toward the protection of water resources.
Methods Used:	Learning by Doing – participants conducted practical tests to evaluate water quality parameters (pH, transparency, temperature, dissolved oxygen, impurities). Scientific Investigation Method – collecting, observing, and interpreting data from samples taken from various sources (river, well, tap, lake). Teamwork – organizing into working groups to carry out analyses and compare results. Discovery Learning – participants identified possible causes of pollution and correlated data with field observations. Reflection and Debate – final discussion on the importance of monitoring water resources and the actions needed to prevent pollution.
People Involved / Key Participants	Youth Worker / Facilitator Young people from the community with whom the organization carries out ongoing activities.
Required Resources (Financial, Material)	Resources / Materials Needed: * Water quality testing kits (pH, nitrites, nitrates, dissolved oxygen) * Containers / test tubes / transparent cups * Water samples from different sources * Thermometers, magnifying glasses, observation sheets * Flipchart, markers, worksheets * Laptop / projector for presenting results * Access to a natural area (river, spring, lake, etc.)
Duration	2 sessions of 3 hours each.

Activity 3: Water Pollution and Protection

Short description	The activity “Water Pollution and Protection” aims to develop ecological awareness regarding the impact of pollution on water resources and to identify sustainable solutions for their protection.
-------------------	--

	Participants will analyze water samples from various natural and human-made sources, observing parameters such as transparency, pH, temperature, and presence of impurities. Based on the results, they will discuss the causes of pollution and propose concrete measures to prevent and reduce it. The activity combines a scientific approach with educational methods, fostering critical thinking, cooperation, and environmental responsibility.
Methods Used:	Interactive Presentation – introducing the causes and effects of water pollution through visual materials, concrete examples, and guided discussions. Case Study – analyzing real situations regarding river and lake pollution, focusing on identifying sources and impacts on ecosystems. Ecological Debate – participants discussed possible solutions for reducing pollution and protecting water resources, practicing critical thinking. Learning by Doing – creating awareness messages and informative posters for the community. Collective Reflection – formulating personal commitments and ideas for local campaigns to protect water resources.
People Involved / Key Participants	Youth Worker / Facilitator Young people from the community with whom the organization carries out ongoing activities.
Required Resources (Financial, Material)	Resources / Materials Needed: * Water quality testing kits (pH, nitrites, nitrates, dissolved oxygen) * Containers / test tubes / transparent cups * Water samples from various sources (river, well, tap, etc.) * Thermometers, magnifying glasses, observation sheets * Flipchart, markers, worksheets * Laptop / projector for presenting results * Access to a natural area (river, lake, spring)
Duration	1 day

Learning Assessment

- Folder with “Rules for Protecting the Blue Planet and Personal Health.”

- Organizational Activities:
- Photo exhibition “Cleaner Water.”
- Manifesto “No to Water Waste,” creation of a leaflet with good practices for water saving.

INCLUSIVE METHODS DEVELOPED WITHIN THE SEEDS MOBILITY

Within the SEEDS project, five innovative digital activity concepts were developed for marginalized youth, aimed at increasing participation, cooperation, and ecological awareness:

1. EcoVoice – digital debates via Mentimeter
2. GreenPad – online collaboration in Padlet
3. EcoChallenge 2.0 – learning games via Kahoot
4. Green Solidarity Map – collaborative digital mapping
5. Digital Storytelling – ecological expression through multimedia stories

1. EcoVoice – “Raise Your Voice for the Planet!”

Description: Interactive civic engagement activity using Mentimeter, where youth share opinions on environmental issues in their community.

Purpose: Encouraging participation of marginalized youth through an anonymous and accessible digital tool, providing equal space for expression.

Outcome: Digital map of youth priorities for sustainable local development.

2. GreenPad – “Collaborating Online for a Sustainable Future”

Description: Co-creation workshop in Padlet, where youth work in mixed teams (including vulnerable backgrounds) to design a local ecological activity.

Purpose: Developing critical thinking and collaborative skills through a visual and user-friendly tool.

Outcome: Digital gallery of ecological ideas and local action plans.

3. EcoChallenge 2.0 – “The Digital Sustainability Challenge”

Description: Online quiz competition using Kahoot or Quizizz, with challenges on recycling, green energy, and environmental protection.

Purpose: Engaging marginalized youth in a playful activity accessible via mobile devices, turning learning into a friendly competition.

Outcome: Increased ecological knowledge through games and stimulation of active participation.

4. Green Solidarity Map

Description: Collaborative digital activity in Google Maps or Canva, where youth identify and mark local sustainability initiatives (green spaces, community projects, recycling centers).

Purpose: Promoting community belonging and awareness of local resources.

Outcome: A shared map of ecological initiatives accessible online, created collaboratively.

5. Digital Storytelling – “My Green Story”

Description: Multimedia workshop where youth create short videos or presentations in Canva, Animoto, or CapCut, showing how they contribute to environmental protection.

Purpose: Developing digital, communication, and self-expression skills through personal stories.

Outcome: A shared video collection, displayed on project platforms (Padlet / YouTube), illustrating the voice of marginalized youth.

IDENTIFICATION OF TOOLS AND METHODS FOR WORKING WITH YOUTH, INCLUDING THOSE WITH FEWER OPPORTUNITIES

The identification of tools and methods for working with youth, including those with fewer opportunities, was carried out to mobilize them for active involvement in community development and to stimulate innovative thinking focused on environmental protection.

Participatory, inclusive, and experiential methods – specific to non-formal education – were selected to support free expression, collaboration, and the development of a responsible attitude toward the environment.

The tools used included: thematic workshops, outdoor activities, role-playing games, guided debates, ecological volunteer actions, and local awareness campaigns. Through these activities, youth were encouraged to discover their potential, propose innovative solutions, and become active agents of green change in their communities.

The process of identifying tools and methods for working with youth aimed to adapt educational interventions to the diversity of the target group, including young people with fewer opportunities.

Non-formal education methods were used to promote learning through experience, collaboration, and active participation:

* Reflection and creative workshops

- * Team-building and outdoor exploration activities
- * Practical environmental projects (“learning by doing”)
- * Debates and community campaigns
- * Digital tools for promoting green initiatives

These methods contributed to the development of initiative, innovative thinking, and ecological responsibility, mobilizing youth to engage sustainably in community life.

PORTRAIT OF THE SEEDS ECOLOGICAL YOUTH WORKER

The SEEDS ecological youth worker is a person who lives in harmony with nature and understands that environmental education begins with personal example. They are not only an educator or activity coordinator, but a living model of ecological responsibility, an ambassador for the balance between humans and the planet. Through attitude, knowledge, and action, they inspire, involve, and cultivate change.

Values and Attitudes. The SEEDS ecological youth worker believes in the power of small actions to create a significant impact. Respect for nature, solidarity across generations, and empathy for all forms of life guide their work. They promote a culture of care, balance, and cooperation. In every activity, they combine science with humanity, discipline with creativity, and education with passion. They hold a green vision of the world and live consciously, caring for resources, people, and the future.

Skills and Competencies. The SEEDS ecological youth worker is an educator, facilitator, and community leader. They understand the fundamental principles of ecology, environmental protection, and sustainable development. They apply non-formal education methods, transforming information into experience and learning into action. They possess communication, coordination, and inspirational skills, effectively involving youth, partners, and communities in green projects. They demonstrate initiative, responsibility, and perseverance in carrying out environmental activities. Creative and adaptable, they turn ecological challenges into learning and cooperation opportunities.

Roles and Mission. The SEEDS ecological youth worker is:

- Ecological Educator – conveys knowledge about nature in an accessible, engaging, and experiential way.
- Facilitator of Change – creates contexts where youth can reflect, experiment, and act for a sustainable future.

- Role Model for Responsible Living – demonstrates through personal behavior that daily harmony with the environment is possible.
- Green Community Leader – initiates campaigns, projects, and partnerships to protect nature and promote ecological solidarity.

Vision and Impact. For the SEEDS ecological youth worker, education is not just an activity but a mission. They plant seeds of awareness in the minds and hearts of others, encouraging each person to become part of the solution. They view the world with hope and act with determination, convinced that change begins within and spreads by example. Through every project, workshop, planting activity, or debate, they contribute to building a culture of sustainability, where respect for life becomes a shared value.

Motto of the SEEDS Ecological Youth Worker: “Change starts with me. I cultivate the seeds of responsibility, respect, and green life, for a world where humans and nature grow together.”

CONCLUSION FOR ALL WHO BELIEVE THE FUTURE IS PLANTED

What began as a project has transformed into a process of awareness, discovery, and responsibility. SEEDS was not merely a series of activities, but an exercise in collective responsibility – a lesson in what it means to live in harmony with the environment and oneself.

The SEEDS ecological youth worker is not just a program participant, but a promoter of a culture of sustainability. They understand that environmental education does not stop at information; it continues in every daily action, every conscious decision, and every example set for others.

Through engagement, reflection, and collaboration, these workers have learned to turn challenges into solutions, theory into practice, and intentions into visible results. They have shown that protecting the environment is not only an ecological goal, but also a human one – a moral duty toward future generations.

At the end of this journey, one message remains clear: change is not achieved through words alone, but through continuity. Through every repeated activity, every young person who carries the message forward, and every space that is renewed more cleanly.

The SEEDS guide ends here, but its mission continues in communities, organizations, and every responsible action. Because the future is not written, it is planted – through work, education, and respect for nature.

And as long as there are people who believe in these values, the seeds of change will continue to grow.

Contents			
TITLE ACTIVITY	NR PAG.	TITLE ACTIVITY	NR PAG.
Project Presentation	1	Best Practices Presentation	2
SEEDS in Action: Proposed Activities for Ecological and Sustainability Education for Youth			18
Environmental Education and Climate Change		In the World of Ecology – Exploring and Learning Through Action	
Activity Sheet No. 1	18	Activity Sheet No. 2	24
Activity 1: Introduction – Overview of the Climate Crisis	18	A1: Journey Through the Mysteries of Ecology	24
Activity 2: Films of Change – Understanding the Climate Crisis Through Visuals (Screening of Short Films on Previously Discussed Themes)	20	A2: Community Green Day – "Young Tree, Old Tree!"	25
Activity 3: Practical Workshop – "Giving New Life to Materials"	21	A3: Ecological Mission: Cleaning and Protecting the Environment!	26

Activity 4: Practical Workshop – Sanitization in the City Center Park	22	Learning Assessment	27
Activity 5: Feedback and Reflection – Assessing What We Have Learned	22		
Learning Evaluation	23		
Re-Creating from Waste		The Voice of the Forest	
Activity Sheet No. 3	28	Activity Sheet No. 4	36
A1: Adventure in the World of Recycling	28	A1: Green for Future Generations	
A2: Re-Creating the World from Reused Materials	29	Activity 2: Two Planets, One World – Climate Change and Global Inequality	37
A3: Practical Workshop – "The Green Space" (or "Green Area")	31	Activity 3: Discover Protected Nature – thematic excursions on environmental conservation and biodiversity	38
Activity 4: Recycling Messengers – We Inform, Educate, Act!	32	Activity 4: Eco Fashion – style with a green attitude	40
Activity 5: SustAINability Evening	33	Learning Assessment	41
Learning Assessment	35		
Sources of Life – water and the forest			
Activity Sheet no. 5	42		
Activity 1: "Water – the Matrix of Life"	42		
Activity 2: Water Quality Analysis	43		
Activity 3: Water Pollution and Protection	44		
Learning Assessment	45		
Inclusive Methods Developed Within the SEEDS Mobility			46
Identification of Tools and Working Methods with Young People, Including Those with Fewer Opportunities			47
Profile of the SEEDS Ecological Youth Worker			48
Conclusion: For all those who believe the future is planted.			50



"Funded by the European Union.



The opinions and views expressed are those of the author/authors and do not necessarily reflect the position of the European Union or ANPCDEFP. Neither the European Union nor ANPCDEFP can be held responsible for them."

